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ABSTRACT

This guide, an update of two previous versions, is designed to provide information about what is currently taking place at the college level in relation to foreign language entrance requirements, degree requirements, and other trends. The introductory material provides information on: (1) statistics on foreign language entrance and degree requirement trends; (2) a summary of the report of the President's Commission on Foreign Languages and International Studies; and (3) notes for the administrator, counselor, or teacher on counseling students regarding foreign language study. The main part of the guide presents in table form information on: (1) entrance requirements or recommendations; (2) percentage of students who enter with foreign language background; (3) colleges requiring the CEEB foreign language achievement test; (4) placement procedures for students who continue the same language in college; (5) semester hours required for the degree; and (6) policy on the acceptance of high school work for credit toward college graduation. (AMH)

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FOREIGN LANGUAGES IN VIRGINIA COLLEGES AND UNIVERSITIES

A GUIDE FOR TEACHERS, ADMINISTRATORS, AND COUNSELORS

1979-80

Compiled by the Foreign Language Service
Virginia Department of Education

Richmond, Virginia

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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R. Marshall Brannon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

This publication is an update of two previous versions and is designed to provide information about what is currently taking place at the college level in relation to foreign language entrance requirements, degree requirements, and other trends. It supplies factual information in easy-reference form about each college and university in Virginia. This report should serve as a handy guide for guidance counselors, administrators, teachers, parents and other individuals who are interested in helping young people to make decisions concerning their future.

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About this Report

During academic year 1974-75 and again in 1976-77, the Foreign Language Service of the Virginia Department of Education surveyed foreign language department chairpersons in every college and university in Virginia for specific information concerning entrance requirements, placement procedures, and foreign language requirements for the Bachelor's degree. Each time, the information was compiled, published, and made available as a special report titled "Foreign Languages in Virginia Colleges and Universities: A Guide for Teachers, Administrators, and Counselors." During the spring of 1980, the survey was repeated and the information compiled for this updated version of the report.

This most recent survey revealed that foreign languages are offered in 38 four-year colleges and universities, 27 community colleges (each campus of a community college is considered separately), and 2 junior colleges. None of the community colleges or junior colleges has a foreign language entrance requirement, and the only degree requirement in foreign languages in the two-year institutions is for the Associate of Arts degree which, in most cases, is the equivalent of two years' proficiency in one language. Students who plan to transfer credits to a four-year school after completing two years at a junior or community college should become familiar with the degree requirements of the transfer school.

Seven (18.4%) of the four-year institutions in Virginia reported definite foreign language entrance requirements compared with nine (26.5%) in 1976-77 and eleven (32.4%) in 1974-75. This trend is consistent with what has been taking place throughout the country--fewer schools are imposing strict requirements in foreign language, as well as in other subjects, for college entrance. It should be noted, however, that seventeen of the four-year colleges (44.7%) "recommend," "strongly recommend" or "prefer" a foreign language background for entering students. Thus, it may be said that 63.1% of the four-year colleges and universities in this state still place a strong emphasis on the value of foreign language study as a prerequisite for college entrance. It should also be noted that eighteen (47.3%) of the four-year institutions estimated that 75% or more of their entering students during the 1979-80 academic year had studied a foreign language before entering college.

There is still some misunderstanding among teachers, administrators, counselors, and the public concerning the omission or relaxation of requirements within degree programs. This survey revealed that twenty-one of Virginia's four-year institutions (55.3%) still have a definite foreign language requirement for the B.A. degree. This figure, when compared with 61.8% in 1976-77 and 55.9% in 1974-75, shows no significant trend in degree requirement changes. Notable also is the fact that ten additional schools (26.3%) either have a requirement for some students, leaving the decision to the various departments for their majors, or provide options to the students by giving them a choice among several subjects, foreign languages included. Foreign language study then is still an important part of degree programs in 31 of the 38 four-year colleges and universities (81.6%) in Virginia.

The President's Commission

On April 21, 1978, President Jimmy Carter issued an executive order establishing The President's Commission on Foreign Language and International Studies. The objectives of the Commission included assessing the need for foreign languages and area studies programs at all educational levels and making appropriate recommendations to the President and to the Congress.

The Commission consisted of 25 members appointed by the President. For more than a year, they gathered information, held public hearings throughout the country, and met together several times. A final report was presented to the President in November, 1979. The Report called Americans' incompetence in foreign languages "nothing short of scandalous" and expressed the opinion that this nation's lack of foreign language competence "diminishes our capabilities in diplomacy, in foreign trade and in citizen comprehension of the world in which we live." Some of the specific concerns cited were:

> Only 15% of American high school students now study a foreign language.
>
> Only 8% of American colleges and universities now require a foreign language for admission.
>
> Nine out of ten Americans cannot effectively speak, read, or understand any language but English.

Some of the Commission's recommendations were:

> Colleges and universities should reinstate foreign language requirements.
>
> Federally-supported incentive funding should be made available to schools and colleges for foreign language teaching.
>
> The Secretary of Education should declare foreign language and international studies a top priority.[1]

It remains to be seen what effect the Commission's recommendations will have on foreign language programs in Virginia and elsewhere. This survey revealed that several colleges in Virginia are already considering reinstating or increasing foreign language requirements for graduation. A bill was introduced in Congress on June 30, 1980 which would provide capitation grants for certain foreign language programs in grades 1-6 and for institutions of higher education. Additional funds would be provided if the institution requires a language for entrance or graduation.

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[1] Perkins, James A., STRENGTH THROUGH WISDOM, A Critique of U.S. Capability: A Report to the Preident From the President's Commission on Foreign Language and International Studies. November, 1979 (Washington, U. S. Government Printing Office, 1979), pp. 5-12.

It is not yet known when the bill will be voted on in Congress.

In view of the information presented, it would appear that students who intend to go to college should seriously consider several years of foreign language study in high school. Although a high school language background may not always be required for entrance, colleges and universities want the students they admit to be as well prepared as possible in order to make the best of their college years; as the President's Commission points out, foreign language can make a difference.

Special Notes to the Administrator and Counselor

Although this guide is mainly concerned with college requirements as they pertain to foreign languages and their effect on the high school student, it must be pointed out that the study of foreign languages should by no means be reserved for college-bound students. Instead, it sould be considered an essential potential component of every child's education. The foreign language program assists in opening doorways to human understanding and helps to provide a means by which the youth of Virginia can become better prepared for world citizenship. Any student who wishes to enroll in a foreign language course should be encouraged to do so. Virginia's state curriculum guide, Foreign Languages in Virginia Schools, is based on the following philosophy:

> Unless children have severe physical, mental, or emotional handicaps, they are capable of language learning; in fact, they master the basic structure and vocabulary of their mother tongue before entering the first grade. The processes involved in learning a second language are similar to those involved in learning the native language, although the school environment is different from the native language-learning setting.
>
> The public schools are responsible for offering all students the opportunity to learn a second language, regardless of the curriculum in which they are enrolled, their vocational intentions or scholastic achievement, or the extent to which they wish to pursue the language.
>
> The language teacher must seek methods of instruction which make second-language learning a rewarding and profitable experience for all students. Those methods must be designed to compensate as much as possible for the limitations imposed by the school's conditions (infrequency of contact with the language, absence of numerous native speakers, etc.).[2]

While this report is evidence that the study of a foreign language in high school definitely is an asset for the student who plans to go to college, the benefits

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[2] "Philosophy and Objectives/What is Language?/The Language Learner," Foreign Languages in Virginia Schools #1, Virginia Department of Education (1977), p. 1.

derived from language study by the non-college-bound student must not be overlooked. Aside from the obvious practical applications of language study such as occupational or professional uses, the humanistic advantages abound. It is only through the study of other languages that one can really comprehend the thinking, the psychology of other cultures and come to respect and appreciate values and concepts that are different from his or her own. In addition, the acquisition of second-language skills gives the student a new channel of communication and means of self-expression, as well as insight into a deeper knowledge of the native language. Since the student who does not go to college may never again have the opportunity to be exposed to this dimension of human behavior, it is incumbent upon the schools that they make all of their students aware of the advantages of studying languages.

Counseling Students

Whether it is the foreign language teacher, the guidance counselor, the school principal, or the secretary who offers information or advice to the prospective foreign language student or the student already enrolled, that information should be as current and factual as possible. Since no single individual can be an "expert" on every subject offered in today's curriculum, the following information and advice should be valuable to anyone who counsels students on their choice of subjects.

--The opportunity to study a foreign language should be available to any interested student.

--Criteria sometimes used to predict success in foreign language learning, such as ability in English, test scores in scholastic aptitude or even foreign language aptitude, should not be used to "screen" or "select" students for foreign language classes. None of these is of sufficient validity to justify its use for that purpose. The best predictor of success is a tryout of a semester or a year in a foreign language class.

--A student with a serious speech or hearing handicap should be made aware of the demands of language learning. The handicap, however, should not be the sole basis to deny any student the opportunity to learn something of a foreign language and culture. Instead, provisions should be made for individual differences in learning and for evaluating achievement accordingly. The counselor should inform the teacher of a student's speech or hearing problem.

--No two languages are exactly alike. Aspects of one language which seem easy to one student may be difficult for another and vice versa. Individual interest, learning style, instructional techniques used in the classroom and even the attitude of the teacher can affect the facility with which a student learns another language. Generally speaking though, certain languages are no easier to learn than others.

--So far as college entrance is concerned, it makes no difference which language a student studies in high school. Latin should be considered equivalent to any of the modern languages when counseling students on which language to take. Interest should be the primary consideration.

--Students should be encouraged to take a minimum of three years of one language (four years or more, if possible). One cannot expect to become proficient in all four skills in less time.

--Students should avoid taking the College Board Achievement Tests (CEEB) in Foreign Languages unless they have completed, or are about to complete, at least three years of one language.

--A student who has demonstrated special language aptitude should be encouraged to enroll in a second language course while still continuing to study the first; however, it is generally not advisable for a student to begin simultaneously the study of two languages. Three years of separation of beginning courses is usually recommended.

Using the Report

Due to the space factor, some of the information necessarily had to be condensed. Persons wishing additional information should consult catalogues of the respective institutions or contact the foreign language department chairperson.

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Additional copies of this document may be obtained from:

The Foreign Language Service
Virginia Department of Education
P. O. Box 6-Q
Richmond, Virginia 23216

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Averett College	None	75 (est.)	No	Students are placed according to the number of years of high school language experience, grades, and by personal interview.	Through the intermediate level for the B. A. degree	No
Bluefield College	None	Information not available	No	Placement tests are given. Previous courses are also considered.	Through the intermediate level for the B. A. degree	No
Blue Ridge Community College	None	Unknown	No	Students are placed by the instructor.	No requirement	Yes, by applying for and passing a "credit by examination" test
Bridgewater College	2 years recommended	95 (est.)	No	A placement test is given in listening comprehension, reading, and writing. Other factors such as student desires, high school work, and CEEB scores are considered.	Through the intermediate level for the B. A. degree. No requirement for the B. S. degree	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Central Virginia Community College	None	4 (est.)	No	Students who have had 2 or more years of Spanish or German in high school usually enroll in the intermediate level. They may be placed by examination, also.	2 years for the Associate of Arts degree	Yes
Christopher Newport College	2 years "preferred"	20 (est.)	No	The Modern Language Association (Series A) Proficiency Test is used as a departmental placement exam.	Four semesters of a foreign language is one of seven distribution requirements. Students may waive one distribution area.	Yes, depending on placement test scores
Clinch Valley College	None	Information not available	No	A placement test is used.	No requirement	Yes, a student may receive advanced standing credit for up to 14 hours if he or she completes at least 6 hours in which the credit is awarded
College of William and Mary	None	80 (est.)	No, but recommend	CEEB Foreign Language Achievement Test scores are used. Entering freshmen may take it on campus.	4 semesters required. Four high school credits in a single language (or a score of 600 in a modern language or 650 in Latin on the CEEB test) exempts students from graduation requirement.	Only through Advanced Placement

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Dabney S. Lancaster Community College	None	50	No	Students who have had 2 or more years of French or Spanish are usually placed in intermediate level classes.	2 years for the A. A. degree	Yes, by examination if students request it
Danville Community College	None	40 (est.)	No	Students with 3 or more years of high school French or Spanish are placed in the advanced classes.	2 years for the A. A. degree	Yes
Eastern Mennonite College	None	Unknown	No	As a general rule, students with 2 years of high school foreign language enroll in intermediate level courses. Teachers counsel students.	Completion of the intermediate level	Yes, by examination
Emory and Henry College	High school foreign language study strongly recommended	90 (est.)	No	The Listening-Reading sections of the CEEB Foreign Language Achievement Test are used.	Certain areas of concentration require 2 semesters of foreign language study.	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Ferrum College	High school foreign language study strongly recommended	50 (est.)	No	Students with 2 or more years of high school foreign language are placed in intermediate level courses. After 2 weeks, some are occasionally moved back to the elementary level.	Completion of the intermediate level for the B. A. degree	No
George Mason University	2 years of high school foreign language study required	80 (est.)	No	Students must take either the CEEB or the CLEP test. If they do poorly, the are placed in elementary level classes or take a rapid review course.	12 semester hours or equivalent for the B. A. and Bachelor of Music degrees	Yes, depending on CLEP or CEEB language achievement test scores
Hampden-Sydney College	2 years of high school foreign language study required	100	No	Transcript screening, Princeton MB battery	Through the intermediate level	No
Hampton Institute	Recommend at least 2 years of foreign language in high school	72	No	Students are placed according to the number of units of foreign language study they offer as high school preparation.	Most departments have foreign language requirements for their majors. Some require 12 hours, others 6.	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Hollins College	No requirements, but 3 years of high school credit recommended	97	No	In French, students are placed by examination; in other languages placement is by individual interviews.	No requirements	No, except through Advanced Placement
James Madison University	2 years of high school credit required for those who declare that they intend to major in a B. A. program	80 (est.)	No	Students are counseled on the basis of their years of study in high school. (Prospective majors take a placement test.)	Completion of the intermediate level of a foreign language for the B. A. degree	Yes, by taking a departmental examination for credit
J. Sargeant Reynolds Community College	None	50 (est.)	No	They are placed according to their performance on a placement test. Normally students with 2 or more years of high school Spanish or French place in the intermediate level.	2 years of college language courses beginning at the introductory or intermediate level	No
John Tyler Community College	None	Information not available	No	Students with 2 years or more of the same language in high school are placed in the intermediate (second year) college course.	2 years for the A. A. degree	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Longwood College	None	30 (est.)	No	Placement is made according to the number of high school credits earned in a language. Students may request a placement test.	For the B. A. degree, students must complete 3 hours in a foreign language at the 200 level or above. No foreign language requirement for the B. S. degree.	Only through Advanced Placement
Lord Fairfax Community College	None	Unknown	No	---	None	No
Lynchburg College	2 years of high school foreign language study recommended	Data not available	No	Students who have successfully completed 2 years of a foreign language in high school are placed in 2nd year classes, either in the language itself or in a translation literature course at the 200 level.	There is an option system. Successful completion of 2nd year foreign language course is one option; 2nd year now includes a literature in translation course.	No
Mary Baldwin College	2 years of high school foreign language study recommended	Data not available	No	The CEEB Foreign Language Achievement Test is administered to entering students. High school records are also considered in placement.	No requirement	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Marymount College of Virginia	High school foreign language study recommended	Information not available	No	A placement test is used.	No requirement	No
Mary Washington College	2 years of the same language recommended	Almost 100	No	Students with 2 or 3 years of foreign language study in high school are placed in intermediate level classes. Students who have completed 4 years are exempted from further requirements.	Competence equivalent to completion of the intermediate level course.	No
Mountain Empire Community College	None	10 (est.)	No	Through individual counseling	2 years for the A. A. degree	No
New River Community College	None	10 (est.)	No	---	---	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Norfolk State University	None	Data not available	No	By placement test--MLA CO-OP Foreign Language Proficiency Tests	Requirement varies according to the department in which a student majors.	No
Northern Virginia Community College (5 campuses)	None	Data not available	No	Instructors interview students. Placement tests are sometimes given, also.	2 years for the A. A. degree	Yes, by examination (CLEP Test)
Old Dominion University	None	Data not available	No	CEEB foreign language achievement tests are given on campus. Students are urged to take the test and are placed according to level as practical.	School of Arts and Letters requires a proficiency equal to the first year of college study (6 semester hours)	Yes, depending on CEEB Language Achievement Test scores
Patrick Henry Community College	None	33 (est.)	No	Students are placed according to the number of years of high school language experience and by personal interviews with foreign language professors.	2 years for the A. A. degree	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Paul D. Camp Community College	None	Unknown	No	Most students begin in first-year courses.	2 years for the A. A. degree	No
Piedmont Virginia Community College	None	Information not available	No	Through counseling	2 years for the A. A. degree	No
Radford University	None	90 (est.)	No	Students with 3 or more years of high school instruction may not enroll in beginning classes for credit.	18 quarter hours for the B. A. degree	Yes, by examination (CLEP) or Advanced Placement
Randolph-Macon College	2 years of one foreign language strongly recommended	---	No	Students are advised on the basis of the number of years of a given language they have taken in high school, as well as on their CEEB achievement scores.	Completion of second-year course. Also, the distribution requirements in Arts and Letters may be satisfied by taking 2 one-semester courses above the intermediate level.	No, except through Advanced Placement

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Randolph-Macon Woman's College	At least 3 years of one foreign language in high school or 2 years of two languages required	100	No	By placement tests and interviews	None	No, except through Advanced Placement
Rappahannock Community College	None	20 (est.)	No	Students may request a proficiency exam if they have a foreign language background.	2 years for the A. A. degree	Yes, by requesting and passing a proficiency examination
Richard Bland College	2 years of foreign language study in high school recommended	20 (est.)	No	Students are placed on the basis of transcripts and diagnostic testing.	None	No
Roanoke College	At least 2 years of foreign language study in high school recommended	99	No	Students are placed according to the number of years (and grades earned) in high school language classes.	No specific requirements in foreign language, but students may choose language courses as part of the Humanities requirement.	No

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Saint Paul's College	None	50 (est.)	No	Students are placed by examination.	Requirement varies according to the department in which a student majors.	Yes
Shenandoah College and Conservatory of Music	None	30 (est.)	No	Students with 2 years of foreign language in high school are placed in the intermediate (2nd year) course provided the study was not undertaken more than 2 years prior to entrance.	2 years required (Effective 1981 will be 3 years)	Yes, by receiving a "B" or better on a "challenge test"
Southern Seminary Junior College	2 units of foreign language in high school are strongly recommended for students who plan to complete the A. A. degree	70 (est.)	No	Students are placed by a placement test composed by the instructor and on the basis of an interview with the instructor.	No requirement but foreign language may be substituted for another required academic elective -- in the A. A. degree program	No
Southside Virginia Community College	None	20 (est.)	No	Through counseling	2 years for the A. A. degree	Not automatically, but students may petition for credit by examination

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Southwest Virginia Community College	None	Unknown	No	All students must begin with first-year courses.	No requirements	No
Sweet Briar College	3 to 5 units of sequential work in a foreign language suggested	90 (est.)	No, but recommend	By achievement tests of the CEEB or the SAT taken in secondary school or by the ETS placement test administered at the college	Equivalency of 2 course units at the intermediate level or above. Proficiency may be established by good performance on achievement tests.	No, except through Advanced Placement
Thomas Nelson Community College	None	Unknown	No	Placement tests (MLA CO-OP Foreign Language Tests) are given. Also required are a conversation with an instructor in the target language and a brief composition.	2 years for the A. A. degree	Yes, by examination, but credit usually is not transferable
Tidewater Community College (3 campuses)	None	Information not available	No	By standardized testing and counseling.	2 years for the A. A. degree	Yes, by examination, but credit usually is not transferable.

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
University of Richmond	None	99 (est.)	No, but recommend	The CEEB Achievement Test or a departmental placement test is used. For advanced courses, professors interview students.	Proficiency at the intermediate level required.	No
University of Virginia	2 high school units required	98 (est.)	No, but recommend	Students are placed on the basis of CEEB Achievement Test scores which they may take before entering or when they arrive.	2 years of college-level foreign language or the equivalent as demonstrated by a score of 625 on the CEEB Achievement Test	No, except through Advanced Placement
Virginia Commonwealth University	None	40 (est.)	No	A departmental placement test is given.	12 hours for the B. A.; 6 hours for the B. S. with computer science option	No
Virginia Highlands Community College	None	Unknown	No	With 2 years of high school background, they may enroll in the intermediate classes.	2 years for the A. A. degree	Yes

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Virginia Intermont College	None	65 (est.)	No	---	No	No
Virginia Military Institute	At least 2 units of high school foreign language recommended	90 (est.)	No	The MLA CO-OP Test (Reading Portion only) is used for placement.	Depends on the student's major. 3 years required for English and history; 2 years for physics and economics. Engineering requires none.	Yes, curricular credit only
Virginia Polytechnic Institute and State University (Virginia Tech)	No foreign language credits required but strongly recommended	95 (est.)	No	Through counseling by members of the Foreign Language Department	The College of Arts and Sciences requires proficiency equivalent to one year of university instruction. Students with 3 high school credits in one language are exempted.	Yes, through credit by examination
Virginia State University	None required, but recommend that humanities and social science majors have 2 units of high school credit	Information not available	No	Students choose level after consulting with faculty	Requirement varies according to the department in which a student majors.	Yes, but only upon a student's request to take an examination.

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Virginia Union University	2 years of high school study required	---	No	Students are placed according to their high school background.	6 hours of intermediate level required in the School of Arts and Sciences. English Department requires 12 hours of intermediate and advanced level for majors.	No
Virginia Wesleyan College	None	---	No	Through placement tests	No requirements.	No, except through Advanced Placement
Virginia Western Community College	None	No data available	No	Students presenting 2 years of high school language with a B average or better are placed in the intermediate level college course.	2 years for the A. A. degree	No
Washington and Lee University	2 high school units of a foreign language are required for entrance.	85 (est.)	No	Placement tests are administered, and high school records are considered.	No specific requirements in foreign language. Students must take 6 hours of a language, English or a foreign language	No, except through "Advanced Standing"

College or University	Entrance Requirements or Recommendations	Percentage of Students Who Enter with Foreign Language Background	Require CEEB Foreign Language Achievement Test	Placement Procedures for Students Who Continue the Same Language In College	Semester Hours Required for Degree	High School Work May be Applied for Credit Toward Graduation
Wytheville Community College	None	50 (est.)	No	A departmental placement test is used.	---	No